



## Grade 10 Sample Lesson Plan: Unit 15 – Community Health Advocacy Project

### SOLs

- 10.3 G** Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).
- 10.3 N** Identify and create a plan to address a community health-related social issue such as organ donation, homelessness, underage drinking, or substance abuse.

### Objectives/Goals

#### *Health Skill - The ability to access valid information to enhance health*

- Evaluate the validity of health information, products, and services
- Use resources from home, school, and community that provide valid health information

#### *Health Skill - The ability to advocate for personal, family, or community health*

- Utilize accurate peer and societal norms to formulate a health enhancing message.
- Demonstrate how to influence and support others to make positive health choices.
- Work cooperatively as an advocate for improving personal, family, and community health.
- Adapt health messages and communication techniques to a specific target audience.

### Materials

- Project Template Proposal, Interview Guide

### Procedure

<b>Step 1</b>	This project ideally should be done over the course of several weeks (minimum) and perhaps spaced out over time.	
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<b>Step 2</b>	Show <a href="#">Advocacy Intro</a> Slide Show - Perhaps you find another video or example to engage student interest. They could brainstorm things they care about, etc. and then get them to narrow focus by thinking about a health topic they could advocate for.	<b>What is advocacy? Where do we see advocacy at our school? What groups, clubs, causes etc.?</b>
<b>Step 3</b>	Students create a driving question to what they want to investigate (this <a href="#">Tubric</a> is a good tool to help create driving questions). Students will then find valid resources to support the project. Use the <a href="#">Research Template</a> to guide work on finding valid and reliable sources. You could direct them to particular websites or publications. You could use this website to help guide research - <a href="http://newtrier.libguides.com/HealthAdvocacy">http://newtrier.libguides.com/HealthAdvocacy</a>	
<b>Step 4</b>	Analyze whether or not the source is a good one using the <a href="#">CRAAP Test</a> . Perhaps have a minimum of two sources.	<b>How do you know if a website is more credible than another? Who is behind the website and what is it's purpose? Is there anyone to contact? Is it current, relevant? Etc.</b>
<b>Step 5</b>	Find at least one expert to interview about the topic. Come up with 2 or 3 questions that you could ask. Complete the <a href="#">Interview Guide</a>	<b>Provide examples of how you might find contact info</b>

	template. You may email, call, or have a face- to-face interview with someone.	<b>(someone in community, school, national organization, author, etc?)</b>
<b>Step 6</b>	Have students craft their health message.	<b>Who is your target audience? What do you want them to know or do about your health topic?</b>
<b>Step 7</b>	Provide “voice & choice” as to how students can show their learning. Some examples include: website, social media page, blog, poster, podcast, video, song, decorated bulletin board, letter, etc.	<b>How will you convey your message?</b>
<b>Step 8</b>	Students present to the class the last two days of the project.	
<b>Step 9</b>	Students provide each other with feedback. The teacher can use this <a href="#">rubric</a> to grade, or have students “self-grade” or have a “peer- assessment” done using the rubric.	

### References

- Andy Horne, M.Ed., New Trier High School
- <http://newtrier.libguides.com/HealthAdvocacy>